

**HURON UNIVERSITY COLLEGE
DEPARTMENT OF HISTORY
HISTORY 3313G
THE MOVEMENT: AFRICAN AMERICAN HISTORY
IN THE TWENTIETH CENTURY**

Dr. Nina Reid-Maroney
Class meets Wed. 9:30-11:30; Fri. 9:30-10:30, W112
Office hours: Mon. and Wed. 11:30-12:30 and by appointment
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“For too long, we’ve been blind to the way past injustices continue to
shape the present. Perhaps we see that now.”

President Barack Obama, Eulogy for the Hon. Rev’d Clementa Pinckney, 2015

History 3313G explores themes in African American history, beginning with the activist response to the rise of racial segregation in the last decades of the nineteenth-century, and ending in the early days of the Obama presidency. Through discussion, films and lectures, we will examine topics such as the “strange career of Jim Crow” and resistance to racial segregation; work, family, migration; religion and culture, and the history and historiography of modern civil rights movements. We take up our studies against the backdrop of wider debates over the legacy of the first African American president, the emergence of #BlackLivesMatter, renewed calls for reparations, new concerns over the future of voting rights, and the grim realities of anti-black racism and race-based violence. Our course is about the past, but also highlights the tremendous contemporary importance of historical scholarship

Throughout the course, you will be asked to think about the construction of race, the intersection of racial identity with other social, political, and cultural identities, and the relationship between historical consciousness and cultural power. The course also provides opportunities to work on one of two SSHRC-funded community-based research projects if you so choose.

Antirequisite(s): None.

Prerequisite(s): 1.0 History course at the 2200 level or above.

Course Objectives

By the end of the course, you should:

1. Have an overview of major themes in recent African American history.
2. Be able to interpret and use primary sources to support your own conclusions about the past.
3. Be able to identify major historiographical issues in African American history and defend your own point of view.
4. Recognize the agency and power of people, both ordinary and exceptional, in the face of oppression.
5. Engage with local historical materials that explore civil rights movements closer to home.
6. Understand the contemporary relevance of historical debates over race, slavery, the meaning of freedom.

Course requirements:

Participation (see details below)	20%
Archival/digital history work	10%
Primary Source Analysis	10%
Reflection paper	15%
Book Review	15% (due Feb.8)
Final Exam	30%

Required Reading:

Keisha Blain, *Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom*

Jeanne Theoharis, *A More Beautiful and Terrible History: The Uses and Misuses of Civil Rights History*

Cheryl Wall, *The Harlem Renaissance: A Very Short Introduction*

Additional readings available on OWL.

Class Schedule:

January 9-11

Introduction

In-class research exercise; reading provided in class

January 16-18

Race and Segregation

Film & Discussion, *Rise and Fall of Jim Crow* (part 2)

Charles Payne, "You duh Man: African Americans in the 20th Century"; Ida B. Wells-Barnett, "A Red Record."

January 23-25

In-class field work at ARCC

Theoharis, Preface and Introduction

January 30-Feb. 1**Civil Rights & the Great Migration**

Theoharis, ch. 1 and 2

Excerpt, “The Niagara Men Pledge Themselves to Persistent Agitation”

Feb. 6-8**Renaissance & Garveyism**

Cheryl Wall, *The Harlem Renaissance: A Very Short Introduction*

Garvey, “The Negro’s Greatest Enemy”; Winston James, “Race Consciousness and Radicalism” (Book review due Feb. 8)

Feb. 13 (no class Feb. 15) Politics and a New Deal

Robin Kelley, “‘We Are Not What We Seem’: Rethinking Black Working-Class Opposition in the Jim Crow South” *Journal of American History* 80 (1993): 75-112.

Feb. 27-March 1**Wartime & Home Fronts**

Theoharis, ch. 3.

March 6-8**The Movement**

Selections from JoAnn Robinson, Melba Pattillo, Fannie Lou Hamer, James Bevel, Martin Luther King, *Malcolm X* (OWL)

Theoharis, ch. 4. (Primary source analysis due)

March 13-15**Civil Rights**

Theoharis, ch. 5, 6 and 8.

March 20-22**Case Study: African Canadian Civil Rights**

“Hugh Burnett and the National Unity Association”; *Dresden Story*; field work in Dresden/Chatham

March 27-29**Black Power, Black Feminism**

Frances Beal, “Double Jeopardy: To be Black and Female”; Paula Giddings, “The Last Taboo”; Theoharis, ch. 7

April 3-5**Final Considerations**

Theoharis, ch.9 and Afterword.

Participation

With some variation depending on films and assignment due dates, we will discuss the weekly assigned reading during the second part of class each week. You are expected to have read the material assigned for the week, and to bring along notes and questions that arise as you read. Your participation grade will be based on regular attendance for the full discussion (5%), and regular, informed contribution to our discussion of the reading, which may include small-group discussion, brief written responses prepared in class, and updates on your work for class projects (15%). Please note that I keep a detailed record of participation; you are welcome to discuss your participation grade with me at any point in the term. (Hint: don’t wait until the last week or two of class to address your concerns about participation marks.)

Critical Book Review (1500 words, 15% of final grade) Due February 8

Write a critical book review of Keisha Blain's *Set the World on Fire*. The review should be analytical rather than descriptive, and should address the following questions: What is Blain's main argument? Why is it important to know about the intellectual and activist histories at the centre of this book? How does the book change (or confirm) my ideas about the civil rights movement in US history?

***Dawn of Tomorrow* Project**

This project is a continuation of a community-based research partnership between our class, and the London Public Library. The main research objective is to produce a digital edition of the *Dawn of Tomorrow* (including contextual material and scholarly annotations) and to publish this resource as an online and open-access research archive. The project is funded through a Social Sciences and Humanities Research Council grant, (*Canada's 19th Century Black Press: Roots and Trajectories of Exceptional Communication and Intellectual Activisms*—lead investigator, B.Ebanda de B'éri, University of Ottawa; co-investigators, Claudine Bonner, Acadia, and N. Reid-Maroney, Huron University College).

Where does the project fit in the course?

In the pages of the *Dawn of Tomorrow*, you will see course themes from the fresh, and in my view, astonishingly under-explored perspective of local history, and will have the opportunity to explore historical connections and the themes of race, activism, and identity across the Canada-US border. Work with primary sources and local materials brings an immediacy to the themes of the course that is unmatched by reading texts and secondary materials.

As part of an innovative community-based pedagogy developed over the past 10 years in History at Huron, this project creates a bridge between community and classroom, and engages students and community partners as co-creators of knowledge about the past. By participating in a public history project, you will gain experience in communicating the results and importance of your research to others, and develop a critical understanding of how and why our knowledge of the past matters in contemporary discussions of race, justice, and identity.

Research Activity

Students will visit the Archives and Regional Collections Centre for an orientation to local historical materials, and will establish a schedule for subsequent visits (if needed) to scan work with the *Dawn of Tomorrow*. The project's research assistant will help us compile and annotate the material, and create a website for our research. To conclude the project, you will write a critical paper reflecting on the community-based learning experience.

Research Community

The project will help to create a new research community, with benefits that reach beyond the immediate outcome of making rich historical materials more accessible through the

transfer from microfilm to a digital archive. Aligned with the Library's mandate to be "a place to share London's story, past, present, and future," the project will highlight the wide potential of community/academic partnerships, and will bring new attention to the important collaboration in the 1920s between the London Public Library's Fred Landon, and the London civil rights activists who produced the *Dawn of Tomorrow*.

Dawn of Tomorrow Project Assignments

This project—to digitize and provide scholarly annotations for the newspaper, *Dawn of Tomorrow*—requires that you participate in archival field work on January 23 during class time. This portion of the project is worth 10% of your final grade. You are also asked to write a brief (750 words plus notes and bibliography) primary source analysis on one article covered in your section of the *Dawn of Tomorrow* (10%) and a reflection paper (1000-1200 words) about your participation in community-based research (15%).

RULES AND REGULATIONS

The History Department has specified that:

1. Each course instructor will set policy regarding the form (electronic and/or paper copy) and procedure for submitting essays and other written assignments in each course. Students are responsible for making sure they are familiar with each instructor's policy on electronic and/or paper submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript. 1
A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname after initials or first name),
2. Title
 - o The title of a book is underlined or written in italics.
 - o The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in italics
- 3..Place and date of publication in parentheses (),
 - o A fuller reference will include the publisher after the place of publication.
 - o Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

1. J.M.S. Careless, Canada, A Story of Challenge (Toronto, Macmillan Co. of Canada, 1970), 207.
2. Basil Davidson, "Questions about Nationalism", African Affairs 76 (1977), 42.
In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:
3. Careless, Canada, 179-206.

Where the reference is exactly the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

- a) for a book by a single author: Author, title (place of publication: press, year), p#. Elizabeth Wilson, Shostakovich: A Life Remembered (Princeton: Princeton University Press, 1994), 324.
- b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing. Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in The Miracle Years: A Cultural History of West Germany, 1949-1968, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.
- c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing. Gale Stokes, "The Social Origins of East European Politics," Eastern European Politics and Societies 1, 1 (1987): 30-74, 65.
- d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets. Sigmund Freud, The Interpretation of Dreams. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname precedes the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012. Professor Julie Hessler's Guide to Footnotes:

<http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in

sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share

broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;

Unauthorized collaboration;
Fabrication of results or sources;
Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is

malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> ("Cancellations and Closures").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <https://huronuc.ca/student-life-campus/art-social-science>